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ABSTRACT

This report summarizes a cooperative program in which senior student teachers from Newark State College serve as staff members in the South Brunswick, New Jersey, schools for a 6-week summer training program followed by a full semester of internship in the schools. Among the essential elements of the internship program are: (1) its role as a part of South Brunswick's long-range system-wide Organization Development Program; (2) a 2-week summer program involving interns, cooperating teachers, and college supervisors in human relations training and in the cooperative planning of the work of the following 4-week period; (3) the 4-week inquiry-centered school in which teacher-intern teams worked with small groups of pupils who came to school mornings only, leaving afternoons free for further planning and continuing and immediate diagnosis and evaluation; and (4) follow-up during the fall semester of teaching, being observed and participating in periodic seminars under the direction of the college supervisor. Objectives and values of the program are summarized, with emphasis upon the genuine professional contributions the interns were able to make to the total school program and upon their increased sense of involvement, self-confidence, and personal and professional growth. (ES)

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THE PUBLIC SCHOOL SYSTEM AS CAMPUS:

AN ORGANIZATIONAL DEVELOPMENT APPROACH TO PRE-SERVICE TEACHER TRAINING*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SUMMARY

For two years, Newark State College senior student teachers have been treated as staff members in the South Brunswick, New Jersey, schools for a six-week summer training program followed by a full semester of an internship in the schools.

The summer training program consisted of two main segments. The first segment was a two-week human relations training program participated in by interns, cooperating teachers, and a college supervisor. The participants also began work on the task of creating a four-week inquiry-centered elementary school in which they as a staff were to try innovative ways of teaching. Interns and teachers formed temporary summer teaching teams by comparing their personal learning goals and work-styles. The entire staff decided upon methods of total school operation.

During the four-week segment of the summer program, the teaching teams conducted the programs they had collaboratively designed. The teams made use of consultants whose resources varied from skills in organizational development and human relations, to skills in creative dramatics, to ways of creatively integrating mathematics with other areas of study, to doing "way out" things with sight and sound media. Teachers and interns studied videotapes of learning episodes. At the summer's end teachers and interns selected whom they would work with in the Fall or Spring semester.

In the Fall (or Spring) interns, cooperating teachers, and the college supervisor collaboratively agreed upon specific learning objectives and ways to achieve and evaluate these objectives. The interns received 16 credits from Newark State College for student teaching and course work. Some teaching teams remained intact for the full semester and some teams changed

composition, depending upon objectives.

The interns, teachers, administrators, the college supervisor, and organizational consultants planned seminars held weekly during the school year. Teaching technologies, interns' teaching problems, and clinicing of their teaching were dealt with. Consultants were brought in as needed. Interpersonal problems were also explored.

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

Relation of the intern program to total system program. The program summarized above has been a part of a long-range system-wide Organizational Development (OD) program in South Brunswick.* The interns were viewed by the school system as personnel being trained to help the South Brunswick system teach better as well as participating in a pre-service training program. Resources from several agencies have been utilized for carrying out the program: South Brunswick Public Schools, NTL Institute for Applied Behavioral Science, located in Washington, D.C., Educational Testing Service of Princeton, New Jersey, and Laboratory for Applied Behavioral Science at Newark State College.

The two weeks summer program for human relations training and preparation for work.

Equal numbers of teachers and interns were randomly counted off into t-(training) groups. Participants dealt with the usual issues of belonging, authority, caring, and trusting. The college supervisor was a participant in one of the groups.

When the summer's task, that of conducting an inquiry-based elementary

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*Some other parts of the OD program have been: management training for top administrators, OD for the entire staff of a middle school, high school teachers-pupils interpersonal relations training, OD work for a migrant workers program, consultation for innovative teachers' projects.

school, was introduced, t-groups vied with each other on whether to decide first upon who would be principal or whether to define goals first. The controversy between groups became a human relations-organizational conflict. Resolutions of the conflict were made by means of conflict management technologies. When attention was focused on goal-setting and organization, instead of conflict, the trainers helped with the technologies of goal-setting and organization.

In the middle of the second week another general session was held to introduce consultant resources. Each consultant briefly told of or demonstrated his area of interest and competency. Informal voluntary meetings were then held to explore further how consultants might be of help during the period of the conducting of the inquiry-centered school. Specific initial appointments were made.

At the culmination of the two-week introductory segment, the training staff helped the teachers and interns choose their own temporary summer teaching teams.

The four-week inquiry-centered school. Teaching teams composed of from three to five teachers and interns worked with small groups of pupils who came to school mornings only. Interns determined their own pace at working with individual children, small groups, or total groups. A consultant took the responsibility of arranging for videotaping and analyzing learning episodes. In addition, she trained experienced teachers to become proficient in helping teachers and interns diagnose their work.

In the afternoons, the teaching teams diagnosed their morning work, planned ahead, organized with other teams for the securing of materials, and met with consultants. A central consultant was the college supervisor who also was proficient in the field of reading. Organizational consultants

were called upon to help with interpersonal issues. These consultants also conducted voluntarily attended sessions in consultation skills and systematic problem solving skills. Each intern and teacher did a force field analysis os his strengths and weaknesses as a teacher, wrote personal goals for specific things to learn in the coming year, and wrote out situations in which he worked best. These data were shared as teachers and interns milled about in a gymnasium. Teachers and interns interviewed each other and decided upon working teams.

Follow-up during the full semester. The semester work was composed of teaching, being observed, and seminars. Topics dealt with in these seminars were: classroom discipline, interns' feelings during parent conferences, concepts for lesson- and unit- planning, ways to encourage various kinds of pupil-thinking, analysis of taped lessons brought in by interns, intern-intern conflicts, intern-teacher conflicts, force field analysis of interns' teaching abilities, professional goal setting, how interns' performance will be evaluated, diagnosing pupils' needs, how to plan for individualized instruction. The college supervisor was central in planning the seminars with interns and school personnel. The college supervisor, as well as school personnel, observed interns' teaching.

PROGRAM OBJECTIVES AND EVALUATION*

1. Real professional contributions by interns. Teachers, pupils, administrators, and parents have commented favorably on how the additional staff members (the interns) have helped South Brunswick schools better carry out its individualized instruction program. Unsolicited letters and responses to

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*Large photographic displays are available. These displays feature interns working in the innovative inquiry-centered school as well as participating in the human relations training program. Video tapes are also available.

questionnaires support this view. Interns themselves, in recorded focused interviews, say "the main value of the program has been really doing a job, not just pretending at being a teacher."

2. Authentic communication. Greater authenticity, trust and involvement, clearer expression of feelings, and greater amount of listening to others were all recorded by one's self and by others on self-other rating forms.

3. Self-diagnosis. Force field analysis was perceived by all interns and those who worked with them to be highly useful. Also rated useful were clearly defined observations and conferences, studying videotapes, and microteaching.

4. Goal setting, problem solving, and evaluation. Working within schools where there already existed a culture in which setting goals, systematic problem-solving, and evaluation were practiced influenced interns to see these as practical uses of theoretical ideas.

5. Teaching technologies. Interns taught and observed in many classes and participated in special programs such as "outdoor education," "the space program," or "working with a learning disabilities specialist for a month," and saw and tried many different ways of teaching.

6. Diagnosis of pupils' learning needs. Interns belonged to diagnostic teams and tested, observed, discussed, and made recommendations along with teachers and system specialists.

7. Conceptual skill. In seminars the interns brought in and shared tapes of technologies they used and discussed ways of teaching they read about in the specially created "interns' library." Assumptions were challenged. Alternatives were considered. The interns and those who worked with them in the seminars felt the interns grew enormously in "knowing what they were talking about," "gaining know-how" with respect to specific teaching goals, and developing conceptual skill.

8. Self perceptions. The student teachers themselves dubbed the program an "intern program" as soon as they saw that they were being treated as staff members. "Feeling more like a teacher" as well as "feeling more confidence in myself in a classroom" were mentioned more times than any other feeling during interviews. These feelings were supported by data gained from projective "Draw Yourself in a Classroom" pictures and from the OScAR V.

PERSONNEL INVOLVED (selected key people)

South Brunswick Public Schools: Dr. James Kimple, Superintendent-of-Schools; Mr. Patrick Garzillo, Assistant to the Superintendent and Internal Change Agent; Mr. Richard Shurtleff, Assistant to the Superintendent and Project Researcher; Mr. Fred Nadler, Principal; Mrs. Ruth Small, Resource Teacher.

Newark State College: Professor Robert Chasnoff, Project Coordinator; Dr. Richard Nichols, Dean of Teacher Education; Professor Marie Sainz, College Supervisor; Professor Joseph Vitale, Director of Student Teaching.

Educational Testing Service: Mr. Robert Cleary, Major Evaluation Consultant; Dr. Donald Medley, OScAR Specialist.

NTL Institute: Dr. Robert Cnasnoff, Project Manager; Mrs. Dorothy Mial, Director, Center for the Development of Educational Leadership.

BUDGET

Summer salaries for interns ($75.00/week) amounted to $14,300.00. There were no salaries during the school year. Approximate pro-rated costs for consultants were $9,000.00.

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

This program demonstrates that a number of agencies can work collectively to design and carry out a teacher education program. Students became and remained involved, committed and earnest. They say it is "for real." They feel like and act like professionals. Other school systems plan to use the model as do other colleges and universities. Adaptations to other settings conducive to innovation are entirely possible.